

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

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DISTRICT INFORMATION	SCHOOL INFORMATION
District: SOUTH RIVER	School: South River High School
Chief School Administrator: MICHAEL J. PFISTER	Address: 11 Montgomery Street
Chief School Administrator's E-mail: mpfister@srivernj.org	Grade Levels: 9 - 12
Title I Contact: Cathy Miller	Principal: Kamila Buffalino
Title I Contact E-mail: cmiller@srivernj.org	Principal's E-mail: kbuffalino@srivernj.org
Title I Contact Phone Number: 732-613-4000, extension 6	Principal's Phone Number: 732-613-4014, EXTENSION 6221

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Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

* I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Kamila Buffalino

Principal's Name (Print)

Kamila Buffalino
Principal's Signature

June 19, 2015

Date

Critical Overview Elements

- The School held four (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$4,684,425, which comprised 16.54 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$5,362,838, which will comprise 18.52 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

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Kamila Buffalino

Principal's Name (Print)

Principal's Signature

June 19, 2015

Date

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Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Enhancements to teaching/learning through increase in instructional strategies to support student intellectual engagement	1	A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design	200-300 200-600 100-600	\$7,500
Enhancements to teaching/learning through increase in standards based assessments for the purpose of college and career readiness.	2	A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay	200-300 100-600 200-600	\$7,500

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		McTighe's Understanding by Design		
Enhancements to teaching/learning through added access to technology.	3	A Taxonomy for Teaching, Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design	100-600	\$12,000

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ESEA §1114(b)(2)(B)(ii): “The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;”

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan. ****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Kamila Buffalino	Building Principal	X	X	X	
Ed Yorek	Police Officer/Community Policing	X	X	X	
Cidalia Pisco	Parent	X	X	X	
Christopher Suh	Student	X	X	X	
Shawna Carroll	High School Teacher	X	X	X	
Peter Guindi	Town Council Member	X	X	X	
Caroline Cruz	Student	X	X	X	
Taylor Feniello	Student	X	X	X	

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Stakeholder Member Sign In for November 10, 2014

- | | | | |
|----|-------------------------|-------------------------|------------------------------|
| 1. | <u>Kamila Buffalino</u> | <u>Kamila Buffalino</u> | <u>HS Principal</u> |
| 2. | <u>Cidalia Pisco</u> | <u>Cidalia Pisco</u> | <u>Parent Representative</u> |
| 3. | <u>Shawna Carroll</u> | <u>Shawna Carroll</u> | <u>teacher rep.</u> |
| 4. | <u>Kathryn Minto</u> | <u>K Minto</u> | <u>teacher rep (math)</u> |
| 5. | <u>Sgt Edwin Yurick</u> | <u>Sgt Edwin Yurick</u> | <u>So. River PD. Rep.</u> |
| 6. | <u>Amanda Cobb</u> | <u>Amanda S. Cobb</u> | <u>teacher (science)</u> |

7. _____

8. _____

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Stakeholder Member Sign In for Planning Team Meeting #2: February 3, 2015

1. Kamila Buffalino

K. Buffalino

HS Principal

2. Cidalia Pisco

Cidalia Pisco

Parent Representative

3. Peter Guindon

Peter Guindon

(Community Representative)
Civ. Representative

4. Shauna Camelli

Shauna Camelli

Teacher Rep.

5. Amanda S. Cobb

Amanda S Cobb

Teacher rep.

6. Dana Kraemer

Dana Kraemer

Director of Research/Planning
+ Evaluation

7. Sgt. Edwin Yonek

Sgt. Yonek

Special Operations SRO

8. _____

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Stakeholder Member Sign In for Planning Team Meeting #3: February 24, 2015

Name (Signature)	Name (Print)	Role
1. <u>Kamila Buffelino</u>	<u>Kamila Buffelino</u>	<u>Principal</u>
2. <u>Caroline Cruz</u>	<u>Caroline Cruz</u>	<u>Student</u>
3. <u>Cidalia Pisco</u>	<u>Cidalia Pisco</u>	<u>Parent Representative</u>
4. <u>Taylor Feniello</u>	<u>Taylor Feniello</u>	<u>Student</u>
5. <u>Sgt. Edwin Yonek</u>	<u>Sgt. Edwin Yonek</u>	<u>SAPS Rep.</u>
6. <u>Dick Guioasi</u>	<u>Dick Guioasi</u>	<u>Resident</u>
7. <u>Christopher Suh</u>	<u>Christopher Suh</u>	<u>Student</u>
8. _____	_____	_____

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School Wide Planning Team Meeting # 4
March 10, 2015

1. Kamila Buffalino	Kamila Buffalino	Principal
2. Dan Shund	Dan Guino	Resident teacher
3. Katie Minto	Katie Minto	teacher
4. Amanda Cobb	Amanda Cobb	teacher
5. Shaunna Camell	Shaunna Camell	Student
6. Christopher Sub	Chris	South River PD.
7. Sgt. E. J. J.	Sgt. Edwin Yarek	

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Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
11/10/2014	HS Media Center	Introduction of the Process and Responsibilities of the Team, Comprehensive Needs Assessment	Yes		Yes	
2/3/2015	HS Media Center	Comprehensive Needs Assessment, Schoolwide Plan Development	Yes		Yes	
2/24/2015	HS Media Center	Schoolwide Plan Development	Yes		Yes	
3/10/2015	HS Media Center	Schoolwide Plan Development, Program Evaluation	Yes		Yes	

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**Add rows as necessary.*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	<p>The primary mission of South River High School is to coordinate the available resources of home, school, and community in a mutual effort to guide every pupil's growth towards becoming a self-respecting individual who can effectively function politically, economically, and socially in a democratic society. We will strive to help students learn to use their minds well, so that they will be prepared for responsible citizenship, further learning, and productive employment in our modern economy.</p> <p>South River High School is a place where administrators, staff, students and the community value and work together in a mutually supportive environment to encourage academic and personal excellence and respect for self, for others, and for the educational process. Our vision is supported by:</p> <p>Administrators who set a tone consistent with the mission and vision of the school; are</p>
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	<p>visible and actively involved with staff and students; have good communication and listening skills; demonstrate care and concern for students balanced with a strong, clear and consistent discipline policy; are capable of leading an inclusive, diverse community; are committed to rigor in the classroom based not only on standardized test scores, but also on creativity and variety in delivering effective programs; inspire and encourages collegial collaboration.</p> <p>Teachers who support and encourage students to reach their full potential; maintain high academic standards in the classroom; are dedicated to creativity and effective delivery of curriculum; are consistent in enforcing the discipline policy; recognize the individual learning styles and needs of each student.</p> <p>Students who come to school prepared to learn; are committed to the development of habits that support success in all of life's endeavors; are active participants in their own learning through self-reflection and self-improvement; recognize their individual role in the smooth functioning of the classroom and school environment.</p> <p>Parents/guardians who are committed to maintain communication between home and school; are in accord with and support the discipline policy; take pride in South River High School by supporting its administration, staff and student body; work to build a bridge between the school and the community.</p> <p>Curriculum that teaches to the mission of the school; demands rigor and critical thinking in all courses; recognizes, respects, and plans for multiple intelligence, learning styles, levels of readiness, and individual talents; values the contributions of and develops meaningful links among diverse disciplines.</p>
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	<p>Discipline practices are regarded by administrators, staff and students as an essential component of an orderly, civil, effective school community and of the instructional process; are timely, fair and consistent; fosters individual responsibility at the same time that it provides a safe and secure environment for all members of the school community.</p>
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24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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Evaluation of 2014-2015 Schoolwide Program * (For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? Yes, the school did implement the program as planned. Staff training was provided on lesson planning and delivery that was aligned to the Common Core and New Jersey Core Curriculum Content Standards. Strategies for differentiation was a focus area in the training and the effects of this training were seen in PLC work as well as classroom observations. In addition, technological advancements supported growth for all students.
2. What were the strengths of the implementation process? Detailed planning supported the roll out of the plan. Collaborative planning discussions involving teaching staff, administration, and the business office guided the implementation as well as the monitoring of the plan. In addition, once implementation of a singular piece occurred, active monitoring by staff ensured effectiveness and optimal teaching and learning.
3. What implementation challenges and barriers did the school encounter? No challenges were encountered.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Teaching staff were enthusiastic and optimistic to implement added teaching strategies to support student growth in Mathematics as well as English Language Arts. As a result, a greater variety of differentiated lessons were observed during the 2014/2015 school year. The mind set of the staff served as a strength.

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5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Necessary buy in was received with little resistance as the school community already recognized the academic needs in the building prior to the schoolwide plan roll out. The programs as well as the rationale behind them(to improve student growth) were explained at faculty meetings, during Back to School Night for parents, and in parent/guardian meetings through out the year.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? Staff were enthusiastic about the implementation of the plan during faculty meeting discussions asking questions and providing positive feedback confirming their beliefs that the plan would assist the students of South River High School. The staff's perceptions also were gauged via more intimate discussions with in PLC meetings and continued supports and suggestions were provided. In addition, staff were provided with the opportunity to ask questions as well as provide feedback via email correspondence.

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7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Program information was shared with the community primarily through notification to parents of available services via email blasts and individual contacts as the need arose. This occurred most often through school counseling conferences between student/parent/teacher and through Intervention and Referral Services Team meetings. Responses were positive and filled with gratitude in all cases. In addition, a school community survey (via Survey Monkey) was sent to families requesting information on their level of satisfaction as well as perceptions about needs going forth.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? Programs were delivered in a variety of ways which included group and individual sessions. Lessons containing added components of differentiation were planned for and delivered in classes. In addition, customized support that was individual in nature was provided to students as necessary once needs were determined.

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9. How did the school structure the interventions? Interventions were structured during the school day as well as after school. During the school day, interventions were offered via three tiered levels. First, newly learned strategies were implemented in classrooms as first level interventions for students not demonstrating mastery in the necessary standards based concept and skill areas. Secondly, students who continued to struggle despite classroom interventions were brought into the Intervention and Referral Services Committee where added reviews and discussions about root causes were conducted; these resulted in further identification and implementation of added interventions. Thirdly, students were scheduled for academic support instruction classes based on multiple criteria which included test score data, grades, longitudinal academic history, and teacher observations/recommendations. In addition, after school intervention based services were offered to all students in the areas of Mathematics and English Language Arts. Finally, differentiated instruction was the expectation for all students in all classes and these occurred in each class as noted in lesson plans and administrative observations.
10. How frequently did students receive instructional interventions? Students received instructional on a daily basis and in each class as necessary.

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11. What technologies did the school use to support the program? Technology was available in each classroom to support the programs. These technologies included the use of Today's Meet, Google Apps, YouTube, movie making and editing software, Class MoJo, online textbooks, and teacher websites in the classroom. In addition, staff utilized two computer labs as well as two travelling carts to support and enhance student engagement, concept and skill introduction and reinforcement, and gauge mastery on a regular basis.
12. Did the technology contribute to the success of the program and, if so, how? Yes, the technology supported the success of the program by providing students with added access to information, enhancing student engagement, promoting creative problem solving and higher order thinking, giving teaching staff varied ways to gauge student understanding and mastery, and providing staff multiple strategies for analyzing data as well as providing feedback in a comprehensive and timely fashion.

**Provide a separate response for each question.*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	N/A	N/A		

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Grade 5	N/A	N/A		
Grade 6	N/A	N/A		
Grade 7	N/A	N/A		
Grade 8	N/A	N/A		
Grade 11	13	N/A	<p>1. Students who struggled (not passing prior year's ELA course, partially proficient score from grade 8 NJ ASK, poor PSAT score, teacher recommendation) were identified by school counselors in the summer as well as in the beginning of the year and instruction was differentiated. 2. Placement into the academic support instruction remedial classes was considered and enacted as necessary. 3. After school instruction was provided in a customized format based on student needs and self identified deficiencies. 4. Continued demonstration of academically at risk status served as the venue for students to be brought into the Intervention and Referral Services Team for review and added interventions; further in depth analysis and review of root causes resulted in customized interventions(varied teacher practices), consultation with learning specialist, and (on a few occasions) a full child study team/504 evaluation was conducted.</p>	<p>1.Differentiated instruction resulted in added proficiency for most students however, there is a continued need to further differentiate instruction as strategies were not implemented daily.2. Academic support instruction remedial classes resulted in enhanced academic success because there was a direct connection to course area curricula. In addition,class sizes were small(less than 12 students). 3. After school instruction was effective for those students who took the initiative and came to the program; there is a continued need to promote the after school program and increase participation. On the average, six students participated on daily basis. 4. I & RS services were effective in enhancing student academic success; students continue to be monitored. Level of success was attributed to the customized intervention and monitoring by an I & RS case manager.</p>
Grade 12		3	1. Students with partially proficient scores	1. Differentiated instruction resulted in added

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			are identified by teachers at the beginning of the year and instruction is differentiated. 2. In addition, partially proficient students' records are reviewed annually and these students are placed into the AHSA academic support instruction remedial classes. 3. After school instruction is provided as well. 4. Finally, at risk students were brought into the Intervention and Referral Services Team for review and added interventions.	proficiency for most students however, there is a continued need to further differentiate instruction as strategies were not implemented daily.2. Academic support instruction remedial classes resulted in enhanced academic success because there was a direct connection to course area curricula. In addition, class sizes were small(less than 12 students). 3. After school instruction was effective for those students who took the initiative and came to the program; there is a continued need to promote the after school program and increase participation. On the average, six students participated on daily basis. 4. I & RS services were effective in enhancing student academic success; students continue to be monitored. Level of success was attributed to the customized intervention and monitoring by an I & RS case manager.
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Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	N/A	N/A		
Grade 5	N/A	N/A		
Grade 6	N/A	N/A		
Grade 7	N/A	N/A		
Grade 8	N/A	N/A		
Grade 11	31	N/A	1. Students who struggled (not passing prior year's ELA course, partially proficient score from grade 8 NJ ASK, poor PSAT score, teacher recommendation) were identified by	1.Differentiated instruction resulted in added proficiency for most students however, there is a continued need to further differentiate instruction as strategies were not implemented daily.2. Academic support instruction

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			<p>school counselors in the summer as well as in the beginning of the year and instruction is differentiated. 2. Placement into the academic support instruction remedial classes was considered and enacted as necessary. 3. After school instruction was provided in a customized format based on student needs and self identified deficiencies. 4. Continued demonstration of academically at risk status served as the venue for students to be brought into the Intervention and Referral Services Team for review and added interventions; further in depth analysis and review of root causes resulted in customized interventions(varied teacher practices), consultation with learning specialist, and (on a few occasions) a full child study team/504 evaluation was conducted.</p>	<p>remedial classes resulted in enhanced academic success because there was a direct connection to course area curricula. In addition, class sizes were small(less than 12 students). 3. After school instruction was effective for those students who took the initiative and came to the program; there is a continued need to promote the after school program and increase participation. On the average, six students participated on daily basis. 4. I & RS services were effective in enhancing student academic success; students continue to be monitored. Level of success was attributed to the customized intervention and monitoring by an I & RS case manager.</p>
Grade 12		18	<p>1. Students with partially proficient scores are identified by teachers at the beginning of the year and instruction is differentiated. 2. In addition, partially proficient students' records are reviewed annually and these students were placed into the AHSA academic support instruction remedial classes. 3. After school instruction is provided as well . 4. Finally, at risk students were brought into the Intervention and Referral Services Team for review and added interventions.</p>	<p>1.Differentiated instruction resulted in added proficiency for most students however, there is a continued need to further differentiate instruction as strategies were not implemented daily.2. Academic support instruction remedial classes resulted in enhanced academic success because there was a direct connection to course area curricula. In addition, class sizes were small(less than 12 students). 3. After school instruction was effective for those students who took the initiative and came to the program; there is a continued need to promote the after school program and increase participation. On the average, six students participated on daily basis. 4. I & RS services were effective in enhancing student academic</p>

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				success; students continue to be monitored. Level of success was attributed to the customized intervention and monitoring by an I & RS case manager.
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Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	N/A	N/A		
Grade 1	N/A	N/A		
Grade 2	N/A	N/A		
Grade 9	ReadiStep was administered to grade nine students and since no proficiency levels are established	ReadiStep was administered to grade nine students and since no proficiency levels are established	1. Students with NJ ASK 8 partially proficient scores were identified by teachers at the beginning of the year and instruction is differentiated. 2. Partially proficient students' records were reviewed annually and consideration was given to placing these students into the academic support instruction remedial classes. 3. After school instruction was provided in a customized format based on student needs and self identified deficiencies. 4. At risk students were brought into the Intervention and Referral Services Team for review and added interventions; further in depth analysis and review of root causes	1. Differentiated instruction resulted in added proficiency for most students however, there is a continued need to further differentiate instruction as strategies were not implemented daily. 2. Academic support instruction remedial classes resulted in enhanced academic success because there was a direct connection to course area curricula. In addition, class sizes were small (less than 12 students). 3. After school instruction was effective for those students who took the initiative and came to the program; there is a continued need to promote the after school program and increase participation. On the average, six students participated on daily basis. 4. I & RS services were effective in enhancing student academic success;

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	<p>hed, informa tion below reflects average s: Critical Reading (3.9 School), (4.2 State), (3.9 Nation)</p> <p>Writing Skills (3.6 School), (3.9 State), 3.6 Nation)</p>	<p>hed, informa tion below reflects average s: Critical Reading (4.0 School), (4.2 State), (3.9 Nation)</p> <p>Writing Skills (3.5 School), (3.8 State), 3.7 Nation)</p>	<p>resulted in customized interventions(varied teacher practices), consultation with learning specialist, and (on a few occasions) a full child study team evaluation was conducted.</p>	<p>students continue to be monitored. Level of success was attributed to the customized intervention and monitoring by an I & RS case manager.</p>
Grade 10	<p>PSAT was administ ered to grade nine student</p>	<p>PSAT was administ ered to grade ten student</p>	<p>1. Students with partially proficient scores were identified by teachers at the beginning of the year and instruction is differentiated. 2. Partially proficient students' records were reviewed annually and consideration was given to placing these students into the academic support instruction remedial classes. 3. After school</p>	<p>1. Differentiated instruction resulted in added proficiency for most students however, there is a continued need to further differentiate instruction as strategies were not implemented daily.2. Academic support instruction remedial classes resulted in enhanced academic success because there was a direct connection to course area curricula. In addition, class</p>

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	<p>s and since no proficiency levels are established, information below reflects averages:</p> <p>Critical Reading (45.5 School), (45.6 State), (46.6 Nation)</p> <p>Writing Skills (44.4 School), (44.1 State), 45.3 Nation)</p>	<p>s and since no proficiency levels are established, information below reflects averages:</p> <p>Critical Reading (38.0 School), (42 State), (41.6 Nation)</p> <p>Writing Skills (36.3 School), (40.2 State), 39.5 Nation)</p>	<p>instruction was provided in a customized format based on student needs and self identified deficiencies. 4. At risk students were brought into the Intervention and Referral Services Team for review and added interventions; further in depth analysis and review of root causes resulted in customized interventions(varied teacher practices), consultation with learning specialist, and (on a few occasions) a full child study team evaluation was conducted.</p>	<p>sizes were small(less than 12 students). 3. After school instruction was effective for those students who took the initiative and came to the program; there is a continued need to promote the after school program and increase participation. On the average, six students participated on daily basis. 4. I & RS services were effective in enhancing student academic success; students continue to be monitored. Level of success was attributed to the customized intervention and monitoring by an I & RS case manager.</p>
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SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	N/A	N/A		
Grade 1	N/A	N/A		
Grade 2	N/A	N/A		
Grade 9	ReadiStep was administered to grade nine students and since no proficiency levels are established, information below reflects average s:	ReadiStep was administered to grade nine students and since no proficiency levels are established, information below reflects average s:	1. Students with partially proficient scores were identified by teachers at the beginning of the year and instruction is differentiated. 2. Partially proficient students' records were reviewed annually and consideration was given to placing these students into the academic support instruction remedial classes. 3. After school instruction was provided in a customized format based on student needs and self identified deficiencies. 4. At risk students were brought into the Intervention and Referral Services Team for review and added interventions; further in depth analysis and review of root causes resulted in customized interventions(varied teacher practices), consultation with learning specialist, and (on a few occasions) a full child study team evaluation was conducted.	1. Differentiated instruction resulted in added proficiency for most students however, there is a continued need to further differentiate instruction as strategies were not implemented daily.2. Academic support instruction remedial classes resulted in enhanced academic success because there was a direct connection to course area curricula. In addition, class sizes were small(less than 12 students). 3. After school instruction was effective for those students who took the initiative and came to the program; there is a continued need to promote the after school program and increase participation. On the average, six students participated on daily basis. 4. I & RS services were effective in enhancing student academic success; students continue to be monitored. Level of success was attributed to the customized intervention and monitoring by an I & RS case manager.

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	Math (3.8 School), (4.0 State), 3.7 Nation)	Math (3.9 School), (4.1 State), 3.9 Nation)		
Grade 10	PSAT was administ ered to grade ten student s and since no proficie ncy levels are establis hed, informa tion below reflects average s:	PSAT was administ ered to grade ten student s and since no proficie ncy levels are establis hed, informa tion below reflects average s:	1. Students with partially proficient scores were identified by teachers at the beginning of the year and instruction is differentiated. 2. Partially proficient students' records were reviewed annually and consideration was given to placing these students into the academic support instruction remedial classes. 3. After school instruction was provided in a customized format based on student needs and self identified deficiencies. 4. At risk students were brought into the Intervention and Referral Services Team for review and added interventions; further in depth analysis and review of root causes resulted in customized interventions(varied teacher practices), consultation with learning specialist, and (on a few occasions) a full child study team evaluation was conducted.	1. Differentiated instruction resulted in added proficiency for most students however, there is a continued need to further differentiate instruction as strategies were not implemented daily.2. Academic support instruction remedial classes resulted in enhanced academic success because there was a direct connection to course area curricula. In addition, class sizes were small(less than 12 students). 3. After school instruction was effective for those students who took the initiative and came to the program; there is a continued need to promote the after school program and increase participation. On the average, six students participated on daily basis. 4. I & RS services were effective in enhancing student academic success; students continue to be monitored. Level of success was attributed to the customized intervention and monitoring by an I & RS case manager.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

	Math (48 School), (47.7 State), 47.8 Nation)	Math (42.1 School), (44.3 State), 42.8 Nation)		
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SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Preassessments were administered to determine starting points of instruction, lesson plans were developed to provide individualized instruction to students, and lesson delivery included frequent formative assessments as well as constructive feedback that contained elements of strength as well as areas determined in need of improvement.	Yes	Student grade progress data was reviewed and monitored.	47 courses for 20 out of 77 students received final failing grades in the 2013/2014 school year and 25 courses for 17 out of 81 students in the 2014/2015 school year.
Math	Students with Disabilities	Preassessments were administered to determine starting points of instruction, lesson plans were developed to provide	Yes	Student grade progress data was reviewed and monitored.	47 courses for 20 out of 77 students received final failing grades in the 2013/2014 school year and 25 courses for 17 out of 81 students in the 2014/2015 school year.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		individualized instruction to students, and lesson delivery included frequent formative assessments as well as constructive feedback that contained elements of strength as well as areas determined in need of improvement.			
ELA	Homeless	Preassessments were administered to determine starting points of instruction, lesson plans were developed to provide individualized instruction to students, and lesson delivery included frequent formative assessments as well as constructive feedback that contained elements of strength as well as areas determined in need of improvement.	Yes	Student grade progress data was reviewed and monitored.	4 courses for 2 out of 4 students received final failing grades in the 2013/2014 school year and 3 courses for 1 student out of 4 students in the 2014/2015 school year.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Math	Homeless	Preassessments were administered to determine starting points of instruction, lesson plans were developed to provide individualized instruction to students, and lesson delivery included frequent formative assessments as well as constructive feedback that contained elements of strength as well as areas determined in need of improvement.	Yes	Student grade progress data was reviewed and monitored.	4 courses for 2 out of 4 students received final failing grades in the 2013/2014 school year and 3 courses for 1 student out of 4 students in the 2014/2015 school year.
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Preassessments were administered to determine starting points of instruction, lesson plans were developed to provide individualized	Yes	Student grade progress data was reviewed and monitored.	20 courses for 6 students received failing grades in the 2013/2014 school year and 15 courses for 8 students received failing grades for the 2014/2015 school year.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		instruction to students, and lesson delivery included frequent formative assessments as well as constructive feedback that contained elements of strength as well as areas determined in need of improvement.			
Math	ELLs	Preassessments were administered to determine starting points of instruction, lesson plans were developed to provide individualized instruction to students, and lesson delivery included frequent formative assessments as well as constructive feedback that contained elements of strength as well as	Yes	Student grade progress data was reviewed and monitored.	20 courses for 6 students received failing grades in the 2013/2014 school year and 15 courses for 8 students received failing grades for the 2014/2015 school year.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		areas determined in need of improvement.			
ELA	Economically Disadvantaged	Preassessments were administered to determine starting points of instruction, lesson plans were developed to provide individualized instruction to students, and lesson delivery included frequent formative assessments as well as constructive feedback that contained elements of strength as well as areas determined in need of improvement.	Yes	Student grade progress data was reviewed and monitored.	67 courses for 37 students received failing grade for the 2013/2014 school year while 55 courses for 32 students received failing grades for the 2014/2015 school year.
Math	Economically Disadvantaged	Preassessments were administered to determine starting points of instruction, lesson plans were developed to provide individualized instruction to students, and lesson delivery	Yes	Student grade progress data was reviewed and monitored.	67 courses for 37 students received failing grade for the 2013/2014 school year while 55 courses for 32 students received failing grades for the 2014/2015 school year.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		included frequent formative assessments as well as constructive feedback that contained elements of strength as well as areas determined in need of improvement.			

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Completed individualized educational plans outlined required services; a sampling of itemized interventions in IEPs include	Yes	Student grade report data was reviewed by marking period as well as end of the year.	Successful completion of course requirements and progress towards the completion of graduation requirements as well as growth in college and career preparedness. 47 courses for 20 out of 77 students received final failing grades in the 2013/2014 school year and 25 courses for 17

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		differentiated instruction such as graphic organizers, scaffolding of information, concept and skill chunking, foldables, cubing, student teaching to learn, rewording, rephrasing, clarifying, student paraphrasing, and technology integration. After school academic support instruction was provided to students.			out of 81 students in the 2014/2015 school year.
Math	Students with Disabilities	Completed individualized educational plans outlined required services; a sampling of itemized interventions in IEPs include differentiated instruction such as graphic organizers, scaffolding of information, concept and skill chunking,	Yes	Student grade report data was reviewed by marking period as well as end of the year.	Successful completion of course requirements and progress towards the completion of graduation requirements as well as growth in college and career planning. 47 courses for 20 out of 77 students received final failing grades in the 2013/2014 school year and 25 courses for 17 out of 81 students in the 2014/2015 school year.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		foldables, cubing, student teaching to learn, rewording, rephrasing, clarifying, student paraphrasing, and technology integration.			
ELA	Homeless	District and school based homeless liaison monitored cases, provided busing services, addressed academic progress, and provided necessary supplies and materials as necessary.	Yes	Student academic data demonstrates academic progress as well as successful completion of course work aligned with graduation requirements.	Successful completion of course requirements and progress towards the completion of graduation requirements as well as growth in college and career planning. 4 courses for 2 out of 4 students received final failing grades in the 2013/2014 school year and 3 courses for 1 student out of 4 students in the 2014/2015 school year.
Math	Homeless	District and school based homeless liaison monitored cases, provided busing services, addressed academic progress, and provided necessary supplies and materials as necessary.	Yes	Student academic data demonstrates academic progress as well as successful completion of course work aligned with graduation requirements.	Successful completion of course requirements and progress towards the completion of graduation requirements as well as growth in college and career planning. 4 courses for 2 out of 4 students received final failing grades in the 2013/2014 school year and 3 courses for 1 student out of 4 students in the 2014/2015 school year.

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ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	High School ELL teacher and school counselor monitored students, provided services, addressed academic progress, and building administration (through previously acquired donations) provided necessary supplies and materials as necessary.	Yes	Student academic data demonstrates academic progress as well as successful completion of course work aligned with graduation requirements.	Successful completion of course requirements and progress towards the completion of graduation requirements as well as growth in college and career planning. 20 courses for 6 students received failing grades in the 2013/2014 school year and 15 courses for 8 students received failing grades for the 2014/2015 school year.
Math	ELLs	High School ELL teacher and school counselor monitored students, provided services, addressed academic progress, and building administration (through previously acquired donations) provided necessary supplies and materials	Yes	Student academic data demonstrates academic progress as well as successful completion of course work aligned with graduation requirements.	Successful completion of course requirements and progress towards the completion of graduation requirements as well as growth in college and career planning. 20 courses for 6 students received failing grades in the 2013/2014 school year and 15 courses for 8 students received failing grades for the 2014/2015 school year.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		as necessary.			
ELA	Economically Disadvantaged	Itemized interventions in IEPs include differentiated instruction such as graphic organizers, scaffolding of information, concept and skill chunking, foldables, cubing, student teaching to learn, rewording, rephrasing, clarifying, student paraphrasing, and technology integration. After school academic support instruction was provided to students.	Yes	Student academic data demonstrates academic progress as well as successful completion of course work aligned with graduation requirements.	Successful completion of course requirements and progress towards the completion of graduation requirements as well as growth in college and career planning. 67 courses for 37 students received failing grade for the 2013/2014 school year while 55 courses for 32 students received failing grades for the 2014/2015 school year.
Math	Economically Disadvantaged	Itemized interventions in IEPs include differentiated instruction such as graphic organizers, scaffolding of information, concept	Yes	Student academic data demonstrates academic progress as well as successful completion of course work aligned with graduation requirements.	Successful completion of course requirements and progress towards the completion of graduation requirements as well as growth in college and career planning. 67 courses for 37 students received failing grade for the 2013/2014 school year while 55 courses for 32 students received

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

		and skill chunking, foldables, cubing, student teaching to learn, rewording, rephrasing, clarifying, student paraphrasing, and technology integration. After school academic support instruction was provided to students.			failing grades for the 2014/2015 school year.
ELA					
Math					

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Training to staff was provided to teaching staff; the training was focused on 1. technology integration, differentiation, and assessments that are aligned to the standards.	Yes	Administrative observations cite individualized instruction, technology integration, and assessment feedback.	Successful completion of course requirements and progress towards the completion of graduation requirements as well as growth in college and career preparedness. 47 courses for 20 out of 77 students received final failing grades in the 2013/2014 school year and 25 courses for 17 out of 81 students in the 2014/2015 school year. In addition, 100% of teaching staff members were able to explain and document the implementation of effective instructional strategies during the course of the school year.
Math	Students with Disabilities	Training to staff was provided to teaching staff; the training was focused on 1. technology integration, differentiation, and assessments that are aligned to the standards.	Yes	Administrative observations cite individualized instruction, technology integration, and assessment feedback.	Successful completion of course requirements and progress towards the completion of graduation requirements as well as growth in college and career preparedness. 47 courses for 20 out of 77 students received final failing grades in the 2013/2014 school year and 25 courses for 17 out of 81 students in the 2014/2015 school year. In addition, 100% of teaching staff members were able to explain and document the implementation of effective instructional

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

					strategies during the course of the school year.
ELA	Homeless	Training to staff was provided to teaching staff; the training was focused on 1. technology integration, differentiation, and assessments that are aligned to the standards.	Yes	Administrative observations cite individualized instruction, technology integration, and assessment feedback.	Successful completion of course requirements and progress towards the completion of graduation requirements as well as growth in college and career preparedness. Four courses for 2 out of 4 students received final failing grades in the 2013/2014 school year and 3 courses for 1 student out of 4 students in the 2014/2015 school year. In addition, 100% of teaching staff members were able to explain and document the implementation of effective instructional strategies during the course of the school year.
Math	Homeless	Training to staff was provided to teaching staff; the training was focused on 1. technology integration, differentiation, and assessments that are aligned to the standards.	Yes	Administrative observations cite individualized instruction, technology integration, and assessment feedback.	Successful completion of course requirements and progress towards the completion of graduation requirements as well as growth in college and career preparedness. Four courses for 2 out of 4 students received final failing grades in the 2013/2014 school year and 3 courses for 1 student out of 4 students in the 2014/2015 school year. In addition, 100% of teaching staff members were able to explain and document the implementation of effective instructional strategies during the course of the school year.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ELA	Migrant				
Math	Migrant				
ELA	ELLs	Training to staff was provided to teaching staff; the training was focused on 1. technology integration, differentiation, and assessments that are aligned to the standards.	Yes	Administrative observations cite individualized instruction, technology integration, and assessment feedback.	Successful completion of course requirements and progress towards the completion of graduation requirements as well as growth in college and career planning. 20 courses for 6 students received failing grades in the 2013/2014 school year and 15 courses for 8 students received failing grades for the 2014/2015 school year. In addition, 100% of teaching staff members were able to explain and document the implementation of effective instructional strategies during the course of the school year.
Math	ELLs	Training to staff was provided to teaching staff; the training was focused on 1. technology integration, differentiation, and assessments that are aligned to the standards.	Yes	Administrative observations cite individualized instruction, technology integration, and assessment feedback.	Successful completion of course requirements and progress towards the completion of graduation requirements as well as growth in college and career planning. 20 courses for 6 students received failing grades in the 2013/2014 school year and 15 courses for 8 students received failing grades for the 2014/2015 school year. In addition, 100% of teaching staff members were able to explain and document the implementation of effective instructional

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

					strategies during the course of the school year.
ELA	Economically Disadvantaged	Training to staff was provided to teaching staff; the training was focused on 1. technology integration, differentiation, and assessments that are aligned to the standards.	Yes	Administrative observations cite individualized instruction, technology integration, and assessment feedback.	Successful completion of course requirements and progress towards the completion of graduation requirements as well as growth in college and career planning. 67 courses for 37 students received failing grade for the 2013/2014 school year while 55 courses for 32 students received failing grades for the 2014/2015 school year. In addition, 100% of teaching staff members were able to explain and document the implementation of effective instructional strategies during the course of the school year.
Math	Economically Disadvantaged	Training to staff was provided to teaching staff; the training was focused on 1. technology integration, differentiation, and assessments that are aligned to the standards.	Yes	Administrative observations cite individualized instruction, technology integration, and assessment feedback.	Successful completion of course requirements and progress towards the completion of graduation requirements as well as growth in college and career planning. 67 courses for 37 students received failing grade for the 2013/2014 school year while 55 courses for 32 students received failing grades for the 2014/2015 school year. In addition, 100% of teaching staff members were able to explain and document the implementation of effective instructional strategies during the course of the school year.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ELA					
Math					

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent/guardian communication occurred on an as need basis via phone calls, emails, and on site conferences.	Yes	Student progress review demonstrates that these interventions are effective in a majority of the population; additional strategies and/or parent trainings are necessary to further support student needs. Parental/guardian attendance at parent/teacher conferences was tracked beginning with the 2014/2015 school year. This will serve as baseline data for upcoming school years. Additional tracking	The 2014/2015 school year serves as a base year for tracking family engagement. 238 families out of 602 enrolled students were engaged in parent/teacher conferences during the 2014/2015 school year.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

				will occur during the 2015/2016 school year.	
Math	Students with Disabilities	Parent/guardian communication occurred on an as need basis via phone calls, emails, and on site conferences.	Parent/guardian communication occurred on an as need basis via phone calls, emails, and on site conferences.	Student progress review demonstrates that these interventions are effective in a majority of the population; additional strategies and/or parent trainings are necessary to further support student needs. Parental/guardian attendance at parent/teacher conferences was tracked beginning with the 2014/2015 school year. This will serve as baseline data for upcoming school years. Additional tracking will occur during the 2015/2016 school year.	The 2014/2015 school year serves as a base year for tracking family engagement. 238 families out of 602 enrolled students were engaged in parent/teacher conferences during the 2014/2015 school year.
ELA	Homeless	Parent/guardian communication occurred on an as need basis via phone calls, emails, and on site conferences.	Parent/guardian communication occurred on an as need basis via phone	Student progress review demonstrates that these interventions are effective in a majority of the population; additional strategies and/or parent trainings are necessary to further support student	The 2014/2015 school year serves as a base year for tracking family engagement. 238 families out of 602 enrolled students were engaged in parent/teacher conferences during the 2014/2015 school year.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

			calls, emails, and on site conferences.	needs. Parental/guardian attendance at parent/teacher conferences was tracked beginning with the 2014/2015 school year. This will serve as baseline data for upcoming school years. Additional tracking will occur during the 2015/2016 school year.	
Math	Homeless	Parent/guardian communication occurred on an as need basis via phone calls, emails, and on site conferences.	Parent/guardian communication occurred on an as need basis via phone calls, emails, and on site conferences.	Student progress review demonstrates that these interventions are effective in a majority of the population; additional strategies and/or parent trainings are necessary to further support student needs. Parental/guardian attendance at parent/teacher conferences was tracked beginning with the 2014/2015 school year. This will serve as baseline data for upcoming school years. Additional tracking will occur during the 2015/2016 school year.	The 2014/2015 school year serves as a base year for tracking family engagement. 238 families out of 602 enrolled students were engaged in parent/teacher conferences during the 2014/2015 school year.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ELA	Migrant				
Math	Migrant				
ELA	ELLs	Parent/guardian communication occurred on an as need basis via phone calls, emails, and on site conferences.	Parent/guardian communication occurred on an as need basis via phone calls, emails, and on site conferences.	Student progress review demonstrates that these interventions are effective in a majority of the population; additional strategies and/or parent trainings are necessary to further support student needs. Parental/guardian attendance at parent/teacher conferences was tracked beginning with the 2014/2015 school year. This will serve as baseline data for upcoming school years. Additional tracking will occur during the 2015/2016 school year.	The 2014/2015 school year serves as a base year for tracking family engagement. 238 families out of 602 enrolled students were engaged in parent/teacher conferences during the 2014/2015 school year.
Math	ELLs	Parent/guardian communication occurred on an as need basis via phone calls, emails, and on site conferences.	Parent/guardian communication occurred on an as need basis via phone	Student progress review demonstrates that these interventions are effective in a majority of the population; additional strategies and/or parent trainings are necessary to further support student	The 2014/2015 school year serves as a base year for tracking family engagement. 238 families out of 602 enrolled students were engaged in parent/teacher conferences during the 2014/2015 school year.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

			calls, emails, and on site conferences.	needs. Parental/guardian attendance at parent/teacher conferences was tracked beginning with the 2014/2015 school year. This will serve as baseline data for upcoming school years. Additional tracking will occur during the 2015/2016 school year.	
ELA	Economically Disadvantaged	Parent/guardian communication occurred on an as need basis via phone calls, emails, and on site conferences.	Parent/guardian communication occurred on an as need basis via phone calls, emails, and on site conferences.	Student progress review demonstrates that these interventions are effective in a majority of the population; additional strategies and/or parent trainings are necessary to further support student needs. Parental/guardian attendance at parent/teacher conferences was tracked beginning with the 2014/2015 school year. This will serve as baseline data for upcoming school years. Additional tracking will occur during the 2015/2016 school year.	The 2014/2015 school year serves as a base year for tracking family engagement. 238 families out of 602 enrolled students were engaged in parent/teacher conferences during the 2014/2015 school year.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Math	Economically Disadvantaged	Parent/guardian communication occurred on an as need basis via phone calls, emails, and on site conferences.	Parent/guardian communication occurred on an as need basis via phone calls, emails, and on site conferences.	Student progress review demonstrates that these interventions are effective in a majority of the population; additional strategies and/or parent trainings are necessary to further support student needs. Parental/guardian attendance at parent/teacher conferences was tracked beginning with the 2014/2015 school year. This will serve as baseline data for upcoming school years. Additional tracking will occur during the 2015/2016 school year.	The 2014/2015 school year serves as a base year for tracking family engagement. 238 families out of 602 enrolled students were engaged in parent/teacher conferences during the 2014/2015 school year.
ELA					
Math					

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

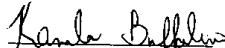


Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

* I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Kamila Buffalino
Principal's Name (Print)


Principal's Signature

June 19, 2015
Date

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

✕ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Kamila Buffalino

Principal's Name (Print)

Principal's Signature

June 19, 2015

Date

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

ESEA §1114(b)(1)(A): “A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). ”

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	ReadiStep, PSAT, NJ School Report Card Data, 2014 HSPA Scores	Test score data depict that college and career readiness exists as a focal point; when compared to state averages, SRHS students fall close to or slightly below the state averages
Academic Achievement - Writing	ReadiStep, PSAT, NJ School Report Card Data, 2014 HSPA Scores	Test score data depict that college and career readiness exists as a focal point; when compared to state averages, SRHS students fall close to or slightly below the state averages
Academic Achievement - Mathematics	ReadiStep, PSAT, NJ School Report Card Data, 2014 HSPA Scores	Test score data depict that college and career readiness exists as a focal point; when compared to state averages, SRHS students fall close to or slightly below the state averages
Family and Community Engagement	Attendance totals for Back to School Night and Parent/Teacher Conferences, Survey Monkey Title I Survey	Review of Back to School attendance totals depict that 13% of parents/guardians attended the introductory whole group session. Parent conference tallies depict that additional strategies are necessary to enhance parent/guardian involvement.
Professional Development	PLC Documentation, assessment review, Final Exam Review,	Reviewed SMART goals worksheets, meeting agendas, and feedback forms demonstrate that staff are focused on improving student achievement and

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	Stronge Observation/Evaluation Tool Staff Record Review (Administration Only)	there is an interest as well as need to continue and enhance instruction through effective technological integration.
Leadership	Staff Survey	<p>Completed staff surveys depict that building administration strives to enhance teaching and learning in the building. Survey results note that strengths of the building principal include:</p> <ol style="list-style-type: none"> 1. Interest in building a quality school which provides quality education. 2. Assistance in the supervision of students in the halls and cafeteria. 3. Keeps current on educational research and trends. <p>Survey results note that areas needing additional attention include support of teachers in conferences with students and/or parents to the extent circumstances permit. This area will be an area of focus for the 2015/2016 school year; as a component of professional development, building administration will provide and reinforce expectations for instruction and assessment which will require evidence based decisions/conclusions in all areas of education.</p>
School Climate and Culture	Student Climate Survey, Schoolwide Planning/Evaluation Title I Survey	<p>A school climate survey was administered to 129 students; students were tasked with rating statements from 1 - 5 with 5 being 'strongly agree'.</p> <p>Questions included were</p> <ol style="list-style-type: none"> 1. I feel like I belong at this school.(3.28) 2. I feel safe. (3.94) 3. I like this school. (3.01) 4. The school counselors are available to support me when I need them. (4.22) 5. My teachers treat me with respect. (3.70) 6. My teachers care about me. (3.52) 7. My teachers feel that I will be successful. (3.82)

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		<p>8. My teachers believe that I can learn. (4.09)</p> <p>9. I am challenged by the work in my classes. (3.54)</p> <p>10. My principal and assistant principal care about me. (3.56)</p> <p>11. I am recognized for my good work. (3.48)</p> <p>12. I am a good student. (4.23)</p> <p>13. I can be a better student. (4.11)</p> <p>14. My school expects that I submit quality work. (3.88)</p> <p>15. I behave well in school. (4.33)</p> <p>16. Students are treated fairly by teachers. (3.09)</p> <p>17. Students are treated fairly by administration. (3.21)</p> <p>18. Students at my school treat me with respect. (3.69)</p> <p>19. Students at my school are friendly. (3.38)</p> <p>20. My family believes I can do well in school. (4.66)</p> <p>21. My family wants me to do well in school. (4.83)</p> <p>22. I have support for learning at home. (4.05)</p> <p>23. I know what the school's five core values are. (2.78)</p> <p>24. The core values are displayed in my classrooms. (3.22)</p> <p>25. I know who to go to in school when I need support. (3.89)</p>
School-Based Youth Services	N/A	N/A
Students with Disabilities	ReadiStep, PSAT, NJ School Report Card Data, 2014 HSPA Scores	Test score data depict that college and career readiness exists as a focal point; when compared to state averages, SRHS students fall close to or below the state averages
Homeless Students	ReadiStep, PSAT, NJ School Report Card Data, 2014 HSPA Scores, Academic Grades/Teacher Observations	Test score data depict that college and career readiness exists as a focal point; when compared to state averages, SRHS students fall close to or slightly below the state averages
Migrant Students	N/A	N/A
English Language Learners	ReadiStep, PSAT, NJ School Report	Test score data depict that college and career readiness exists as a focal

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	Card Data, 2014 HSPA Scores	point; when compared to state averages, SRHS students fall close to or slightly below the state averages
Economically Disadvantaged	ReadiStep, PSAT, NJ School Report Card Data, 2014 HSPA Scores	Test score data depict that college and career readiness exists as a focal point; when compared to state averages, SRHS students fall close to or slightly below the state averages

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? A variety of sources were used to conduct the needs assessment in an effort to develop a comprehensive and evidence based understanding of current needs. The schoolwide planning/evaluation committee members were tasked with reviewing and analyzing test score data as well as developing the questions to be implemented on the Title I Schoolwide Planning Survey. In addition, building administration reviewed PLC documents, conducting teacher observations on teaching/learning(trend analysis developed for Schoolwide Planning Committee), reviewed and analyzed attendance totals for parent/guardian participation, as well as reviewed and analyzed staff and student surveys. Finally committee members along reviewed building score report data as well as school climate data.
2. What process did the school use to collect and compile data for student subgroups? State test score data was provided to the District/School with subgroup data itemized. Other data (College Board as well as student progress) was sorted and analyzed manually.
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? Data analyzed was derived from sources that have been proven to be reliable and valid.

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Test items on College Board assessments have been reviewed and endorsed by accredited institutions, HSPA test scores reflect assessments that are endorsed by the State, and student progress is documented consistently within the building as per a District approved grading procedure that relies on three areas which are tests/projects, progress indicators, and participation. Classroom observational data is collected based on parameters set by the Stronge Evaluation Model; administrators participating in the observation/evaluation process have been and continue to be trained annually via an InterRater Reliability Training meant to set equal expectations among evaluators.

4. What did the data analysis reveal regarding classroom instruction? There is a need to further develop instructional strategies to develop and maintain student intellectual engagement. Observed instructional strategies as well as detailed reviews of lesson plans evidenced a need to provide teaching staff with professional development on the implementation of varied instructional strategies that engage all learners.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? Professional development was implemented in the area of technology integration into instruction as well as the incorporation of Common Core State Standards into all content areas. Evidence demonstrates that all staff have made progress in both areas implementing technology more frequently as well as creatively.
6. How does the school identify educationally at-risk students in a timely manner? At risk students are identified via student marking period and grade book grade reviews, disciplinary infraction records, attendance records, and the Intervention and Referral Services Committee.
7. How does the school provide effective interventions to educationally at-risk students? Effective interventions are provided via student support (differentiated instruction) as well as supplementary guidance based services such as study skills and time management trainings.
8. How does the school address the needs of migrant students? There are no migrant students in the school.

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9. How does the school address the needs of homeless students? Each identified student is assigned a case manager that serves as the liaison between the student/family and the school. This case manager oversees transportation, academic, social, personal/emotional needs and arranges for the appropriate implementation of each. In addition, the case manager itemizes the necessary interventions and keeps staff abreast of the student's individual circumstances.
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? Teachers are engaged in the assessment process via trainings, faculty meetings, and PLC time. Trainings were conducted in content area based sessions and staff were grouped in PLCs strategically in an effort to support Common Core State Standard implementation within as well as across curricula. In addition, each monthly faculty meeting had a teaching/learning component in which research based strategies were introduced, described, modelled, and discussed; these topics were presented by administration as well as staff implementing best practices.
11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? For middle/high school transition, middle school students participate in short term as well as long term planning via whole group and small group sessions offered by the academic school counselors. In addition, grade eight students develop personalized post secondary plans via Naviance. These are rolled over into the high school developmental guidance curriculum. High school students visit with middle school students to discuss course selections and parent informational sessions are delivered. Finally, a summer orientation is provided to students and parents on high school expectations.
12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? The following sources assisted in determining the priority problems and root causes for the 2015/2016 school year:

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- a. Community survey delivered in an electronic format
- b. Student survey delivered in an electronic format
- c. Staff observational data and commentaries
- d. Review of formative and summative assessment samples
- e. Test score data
- f. Anecdotal data from Title I Schoolwide Planning Committee Members

**Provide a separate response for each question.*

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2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Intellectual student engagement to support college and career preparedness	Standards based assessments to support college and career preparedness
Describe the priority problem using at least two data sources	<p>Student motivation for at risk students is low and the following sources supported this notion:</p> <ol style="list-style-type: none"> 1. Community survey 2. Student survey 3. Staff observational data and commentaries 4. Anecdotal data from Title I Schoolwide Planning Committee Members 	<p>Added consistency and rigor is necessary in the development of assessments in order to determine college and career readiness. The following sources support this notion:</p> <ol style="list-style-type: none"> 1. Community survey 2. Student survey 3. Staff observational data and commentaries 4. Review of formative and summative assessment samples 5. Test score data
Describe the root causes of the problem	Although the variety of instructional strategies has improved, there is a continued need to further increase the variety of instructional strategies in an effort to meet the needs of at risk students by making further connections to real world	Assessments are not consistently aligned with state standards.

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	applications and relevance.	
Subgroups or populations addressed	The at risk population across sub groups will be addressed.	Consistency and increased rigor will increase the level of expectations for all students.
Related content area missed (i.e., ELA, Mathematics)	ELA, Mathematics, Science, Social Studies, Fine Arts, Practical Arts, World Languages, Physical Education/Health	ELA, Mathematics, Science, Social Studies, Fine Arts, Practical Arts, World Languages, Physical Education/Health
Name of scientifically research based intervention to address priority problems	A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design	A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design
How does the intervention align with the Common Core State Standards?	Interventions are based on learning strategies and theories that can be applied to all standards that call for and rely on conceptual and skill based knowledge acquisition techniques.	Interventions are based on learning strategies and theories that can be applied to all standards that call for and rely on conceptual and skill based knowledge acquisition techniques.

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2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Technology integration to support college and career preparedness	
Describe the priority problem using at least two data sources	<p>Students need added exposure to STEM based curricula and extension activities. The following sources support this notion:</p> <ol style="list-style-type: none"> 1. Community survey delivered in an electronic format 2. Student survey delivered in an electronic format 3. Anecdotal data from Title I Schoolwide Planning Committee Members 	
Describe the root causes of the problem	Limited exposure and availability of STEM based activities.	

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Subgroups or populations addressed	General Education, Students with Disabilities, ELL, Economically Disadvantaged, Homeless	
Related content area missed (i.e., ELA, Mathematics)	ELA, Mathematics, Science, Social Studies, Fine Arts, Practical Arts, World Languages, Physical Education/Health	
Name of scientifically research based intervention to address priority problems	A Taxonomy for Teaching, Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design	
How does the intervention align with the Common Core State Standards?	Interventions are based on learning strategies and theories that can be applied to all standards that call for and rely on conceptual and skill based knowledge acquisition techniques.	

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ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	1.Differentiation which calls for a creation of a positive learning environment, common and meaningful assessment which is connected to standards, instruction at a high level. 2.Instructional practices that includes flexible grouping, preassessments, interest centers, learning contracts, open reading choices, cubing, anchor activities, learning logs, reflective journals, inquiry and discovery, Socratic seminars, portfolios,	Administrati on, teaching staff, support services staff, students, parents/ guardians	Standardized test score data, student progress grade report data	A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom’s Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano’s Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins’ and Jay McTighe’s Understanding by Design

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		inclusion of the arts, multisensory learning opportunities, tiered performance tasks, problem based instruction,			
Math	Students with Disabilities	<p>1. Differentiation which calls for a creation of a positive learning environment, common and meaningful assessment which is connected to standards, instruction at a high level.</p> <p>2. Instructional practices that includes flexible grouping, preassessments, interest centers, learning contracts, open reading choices, cubing, anchor activities, learning logs, reflective journals, inquiry and discovery, Socratic seminars, portfolios, inclusion of the arts,</p>	Administration, teaching staff, support services staff, students, parents/guardians	Standardized test score data, student progress grade report data	<p>A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Sklyight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design</p>

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		multisensory learning opportunities, tiered performance tasks, problem based instruction,			
ELA	Homeless	<p>1. Differentiation which calls for a creation of a positive learning environment, common and meaningful assessment which is connected to standards, instruction at a high level.</p> <p>2. Instructional practices that includes flexible grouping, preassessments, interest centers, learning contracts, open reading choices, cubing, anchor activities, learning logs, reflective journals, inquiry and discovery, Socratic seminars, portfolios, inclusion of the arts,</p>	Administrati on, teaching staff, support services staff, students, parents/ guardians	Standardized test score data, student progress grade report data	<p>A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design</p>

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		multisensory learning opportunities, tiered performance tasks, problem based instruction,			
Math	Homeless	<p>1. Differentiation which calls for a creation of a positive learning environment, common and meaningful assessment which is connected to standards, instruction at a high level.</p> <p>2. Instructional practices that includes flexible grouping, preassessments, interest centers, learning contracts, open reading choices, cubing, anchor activities, learning logs, reflective journals, inquiry and discovery, Socratic seminars, portfolios, inclusion of the arts, multisensory learning</p>	Administration, teaching staff, support services staff, students, parents/guardians	Standardized test score data, student progress grade report data	<p>A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design</p>

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		opportunities, tiered performance tasks, problem based instruction,			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	1.Differentiation which calls for a creation of a positive learning environment, common and meaningful assessment which is connected to standards, instruction at a high level. 2.Instructional practices that includes flexible grouping, preassessments, interest centers, learning contracts, open reading choices, cubing, anchor activities, learning logs, reflective	Administrati on, teaching staff, support services staff, students, parents/ guardians	Standardized test score data, student progress grade report data	A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design

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		journals, inquiry and discovery, Socratic seminars, portfolios, inclusion of the arts, multisensory learning opportunities, tiered performance tasks, problem based instruction,			
Math	ELLs	<p>1. Differentiation which calls for a creation of a positive learning environment, common and meaningful assessment which is connected to standards, instruction at a high level.</p> <p>2. Instructional practices that includes flexible grouping, preassessments, interest centers, learning contracts, open reading choices, cubing, anchor activities, learning logs, reflective journals, inquiry and</p>	Administrati on, teaching staff, support services staff, students, parents/ guardians	Standardized test score data, student progress grade report data	A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design

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		discovery, Socratic seminars, portfolios, inclusion of the arts, multisensory learning opportunities, tiered performance tasks, problem based instruction,			
ELA	Economically Disadvantaged	<p>1. Differentiation which calls for a creation of a positive learning environment, common and meaningful assessment which is connected to standards, instruction at a high level.</p> <p>2. Instructional practices that includes flexible grouping, preassessments, interest centers, learning contracts, open reading choices, cubing, anchor activities, learning logs, reflective journals, inquiry and</p>	Administrati on, teaching staff, support services staff, students, parents/ guardians	Standardized test score data, student progress grade report data	<p>A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design</p>

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		discovery, Socratic seminars, portfolios, inclusion of the arts, multisensory learning opportunities, tiered performance tasks, problem based instruction,			
Math	Economically Disadvantaged	<p>1. Differentiation which calls for a creation of a positive learning environment, common and meaningful assessment which is connected to standards, instruction at a high level.</p> <p>2. Instructional practices that includes flexible grouping, preassessments, interest centers, learning contracts, open reading choices, cubing, anchor activities, learning logs, reflective journals, inquiry and discovery, Socratic</p>	Administration, teaching staff, support services staff, students, parents/guardians	Standardized test score data, student progress grade report data	<p>A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Sklyight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design</p>

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		seminars, portfolios, inclusion of the arts, multisensory learning opportunities, tiered performance tasks, problem based instruction,			

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	*1.New Advanced Placement World History Course will be offered and a summer seminar will be provided for	Administration, Teaching Staff, Support Services	1.Successful completion of course requirements, 2. successful completion of course requirements and interest in expanding coursework expressed by students and	A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing),

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		students interested in obtaining supplemental preparation for this advanced course, *2. Computer science course will be offered to students, 3. after school academic support instruction will be offered in the areas of mathematics and ELA, *4. middle/high school transitional services will be expanded in the form of a Ready, Amazing, and Motivated Students (RAMS Summer Orientation)	Staff, Extracurricular Advisors	parents/guardians, 3. attendance, participation, and enhanced performance in related course work, 4. Student/parent/guardian satisfaction survey and feedback form	The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design
Math	Students with Disabilities	1. New Advanced Placement World History Course will be offered and a summer seminar will be provided for students interested in obtaining supplemental preparation for this	Administration, Teaching Staff, Support Services Staff, Extracurricular Advisors	1.Successful completion of course requirements, 2. successful completion of course requirements and interest in expanding coursework expressed by students and parents/guardians, 3. attendance, participation, and enhanced performance in related course work, 4.	A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey

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		advanced course, 2. Computer science course will be offered to students, 3. after school academic support instruction will be offered in the areas of mathematics and ELA, middle/high school transitional services will be expanded in the form of a Ready, Amazing, and Motivated Students (RAMS Summer Orientation)		Student/parent/guardian satisfaction survey and feedback form	Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design
ELA	Homeless	*1. New Advanced Placement World History Course will be offered and a summer seminar will be provided for students interested in obtaining supplemental preparation for this advanced course, *2. Computer science course will be offered to students, 3. after	Administration, Teaching Staff, Support Services Staff, Extracurricular Advisors	1.Successful completion of course requirements, 2. successful completion of course requirements and interest in expanding coursework expressed by students and parents/guardians, 3. attendance, participation, and enhanced performance in related course work, 4. Student/parent/guardian satisfaction survey and feedback form	A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's

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		school academic support instruction will be offered in the areas of mathematics and ELA, *4. middle/high school transitional services will be expanded in the form of a Ready, Amazing, and Motivated Students (RAMS Summer Orientation)			Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design
Math	Homeless	*1. New Advanced Placement World History Course will be offered and a summer seminar will be provided for students interested in obtaining supplemental preparation for this advanced course, *2. Computer science course will be offered to students, 3. after school academic support instruction will be offered in the areas of mathematics	Administration, Teaching Staff, Support Services Staff, Extracurricular Advisors	1.Successful completion of course requirements, 2. successful completion of course requirements and interest in expanding coursework expressed by students and parents/guardians, 3. attendance, participation, and enhanced performance in related course work, 4. Student/parent/guardian satisfaction survey and feedback form	A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackelford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding

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		and ELA, *4. middle/high school transitional services will be expanded in the form of a Ready, Amazing, and Motivated Students (RAMS Summer Orientation)			by Design
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	*1. New Advanced Placement World History Course will be offered and a summer seminar will be provided for students interested in obtaining supplemental preparation for this advanced course, *2. Computer science course will be offered to students, 3. after school academic support instruction	Administration, Teaching Staff, Support Services Staff, Extracurricular Advisors	1. Successful completion of course requirements, 2. Successful completion of course requirements and interest in expanding coursework expressed by students and parents/guardians, 3. Attendance, participation, and enhanced performance in related course work, 4. Student/parent/guardian satisfaction survey and feedback form	A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and

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		will be offered in the areas of mathematics and ELA, *4. middle/high school transitional services will be expanded in the form of a Ready, Amazing, and Motivated Students (RAMS Summer Orientation)			Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design
Math	ELLs	1.New Advanced Placement World History Course will be offered and a summer seminar will be provided for students interested in obtaining supplemental preparation for this advanced course, 2. Computer science course will be offered to students, 3. after school academic support instruction will be offered in the areas of mathematics and ELA, middle/high school transitional	Administration, Teaching Staff, Support Services Staff, Extracurricular Advisors	1.Successful completion of course requirements, 2. successful completion of course requirements and interest in expanding coursework expressed by students and parents/guardians, 3. attendance, participation, and enhanced performance in related course work, 4. Student/parent/guardian satisfaction survey and feedback form	A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design

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		services will be expanded in the form of a Ready, Amazing, and Motivated Students (RAMS Summer Orientation)			
ELA	Economically Disadvantaged	<p>*1.New Advanced Placement World History Course will be offered and a summer seminar will be provided for students interested in obtaining supplemental preparation for this advanced course, *2. Computer science course will be offered to students, 3. after school academic support instruction will be offered in the areas of mathematics and ELA, *4.middle/high school transitional services will be expanded in the form of a Ready, Amazing,</p>	Administration, Teaching Staff, Support Services Staff, Extracurricular Advisors	<p>1.Successful completion of course requirements, 2. successful completion of course requirements and interest in expanding coursework expressed by students and parents/guardians, 3. attendance, participation, and enhanced performance in related course work, 4. Student/parent/guardian satisfaction survey and feedback form</p>	<p>A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design</p>

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		and Motivated Students (RAMS Summer Orientation)			
Math	Economically Disadvantaged	<p>*1.New Advanced Placement World History Course will be offered and a summer seminar will be provided for students interested in obtaining supplemental preparation for this advanced course, *2. Computer science course will be offered to students, 3. after school academic support instruction will be offered in the areas of mathematics and ELA, *4.middle/high school transitional services will be expanded in the form of a Ready, Amazing, and Motivated Students (RAMS Summer Orientation)</p>	Administration, Teaching Staff, Support Services Staff, Extracurricular Advisors	<p>1.Successful completion of course requirements, 2. successful completion of course requirements and interest in expanding coursework expressed by students and parents/guardians, 3. attendance, participation, and enhanced performance in related course work, 4. Student/parent/guardian satisfaction survey and feedback form</p>	<p>A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design</p>

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ELA						
Math						

**Use an asterisk to denote new programs.*

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	<p>1. Staff training will be provided on the topics of standards based assessments, effective strategies for student engagement</p> <p>2. PLC collaboration will focus on reinforcement of the above named topics</p>	<p>Achievement Coaches</p> <p>Administration</p>	Classroom Observations, Staff Satisfaction Survey from PD, Staff Exit/Feedback Forms from PD, PLC Observations and Feedback Forms	A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's

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					Understanding by Design
Math	Students with Disabilities	<p>1. Staff training will be provided on the topics of standards based assessments, effective strategies for student engagement</p> <p>2. PLC collaboration will focus on reinforcement of the above named topics</p>	<p>Achievement Coaches</p> <p>Administration</p>	Classroom Observations, Staff Satisfaction Survey from PD, Staff Exit/Feedback Forms from PD, PLC Observations and Feedback Forms	<p>A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Sklyight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design</p>
ELA	Homeless	<p>1. Staff training will be provided on the topics of standards based assessments, effective strategies for student engagement</p> <p>2. PLC collaboration will focus on reinforcement of the above named topics</p>	<p>Achievement Coaches</p> <p>Administration</p>	Classroom Observations, Staff Satisfaction Survey from PD, Staff Exit/Feedback Forms from PD, PLC Observations and Feedback Forms	<p>A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Sklyight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory,</p>

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					Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design
Math	Homeless	<p>1.Staff training will be provided on the topics of standards based assessments, effective strategies for student engagement</p> <p>2.PLC collaboration will focus on reinforcement of the above named topics</p>	<p>Achievement Coaches</p> <p>Administration</p>	Classroom Observations, Staff Satisfaction Survey from PD, Staff Exit/Feedback Forms from PD, PLC Observations and Feedback Forms	<p>A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design</p>
ELA	Migrant	N/A			
Math	Migrant	N/A			

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ELA	ELLs	<p>1.Staff training will be provided on the topics of standards based assessments, effective strategies for student engagement</p> <p>2.PLC collaboration will focus on reinforcement of the above named topics</p>	<p>Achievement Coaches</p> <p>Administration</p>	Classroom Observations, Staff Satisfaction Survey from PD, Staff Exit/Feedback Forms from PD, PLC Observations and Feedback Forms	<p>A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design</p>
Math	ELLs	<p>1.Staff training will be provided on the topics of standards based assessments, effective strategies for student engagement</p> <p>2.PLC collaboration will focus on reinforcement of the above named topics</p>	<p>Achievement Coaches</p> <p>Administration</p>	Classroom Observations, Staff Satisfaction Survey from PD, Staff Exit/Feedback Forms from PD, PLC Observations and Feedback Forms	<p>A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works,</p>

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					MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design
ELA	Economically Disadvantaged	<p>1.Staff training will be provided on the topics of standards based assessments, effective strategies for student engagement</p> <p>2.PLC collaboration will focus on reinforcement of the above named topics</p>	<p>Achievement Coaches</p> <p>Administration</p>	Classroom Observations, Staff Satisfaction Survey from PD, Staff Exit/Feedback Forms from PD, PLC Observations and Feedback Forms	<p>A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design</p>
Math	Economically Disadvantaged	<p>1.Staff training will be provided on the topics of standards based assessments, effective strategies for student engagement</p> <p>2.PLC collaboration</p>	<p>Achievement Coaches</p> <p>Administration</p>	Classroom Observations, Staff Satisfaction Survey from PD, Staff Exit/Feedback Forms from PD, PLC Observations and Feedback Forms	<p>A Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education</p>

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		will focus on reinforcement of the above named topics			on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design
ELA					
Math					

**Use an asterisk to denote new programs.*

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? The schoolwide program will be evaluated internally by a schoolwide planning committee that will be comprised of building administration, select teaching staff(teacher leaders), select students, parent/guardian representatives, community policing officer, and a local government representative. The evaluation process will involve schoolwide planning committee meetings that will take place every other month.
2. What barriers or challenges does the school anticipate during the implementation process? No barriers nor challenges are anticipated.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? The implementation of the program will be rolled out via various venues which include email blasts, PTA meetings, Back to School Night and High School website publishing. In addition, monthly faculty meetings will continue to contain a teaching/learning component in which the interventions will be discussed and feedback will be solicited.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? A staff survey as well as feedback provided at faculty meetings will serve as gauges for perceptions. In addition, teacher leaders will work closely with teaching staff in implementing, monitoring, and evaluating the interventions.

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5. What measurement tool(s) will the school use to gauge the perceptions of the community? A survey will be used to gauge the perceptions of the community.
6. How will the school structure interventions? Interventions will be structured during the school day and will be embedded into regular lesson planning as well as lesson delivery. In addition, interventions (academic support instruction) will be offered after school.
7. How frequently will students receive instructional interventions? Instructional interventions will be provided on a daily basis to all students; instruction will be customized to meet student needs.
8. What resources/technologies will the school use to support the schoolwide program? Training will be provided via achievement coaches(grant award) as well as Dr. Michael Shackleford; topics will include instructional strategies to create and support intellectual student engagement and assessments that are aligned to the standards. Resources/technologies to be used include Google Apps for Education and computer labs/carts.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? Instructional strategy tallies, test score data, and student progress grade report data(school personnel only) will be used to measure effectiveness.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Results will be shared via email blasts, website postings, and stakeholder meetings.

****Provide a separate response for each question.***

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ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	1. Parents/guardians will be invited to attend the RAMS Summer Orientation, 2. Parent/guardian representative will serve on the schoolwide planning committee, 3. home support strategies parent/guardian seminars will begin evening events such as Back to School Night, parent/teacher conferences, and post secondary planning evening conferences.	Administration Schoolwide Planning Committee Members	Parent/Guardian Feedback Forms	Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning (McREL), Grant Wiggins' and Jay McTighe's Understanding by Design, What Works Clearinghouse
Math	Students with	1. Parents/guardians will be	Administration	Parent/Guardian Feedback	Taxonomy for Teaching. Learning,

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	Disabilities	invited to attend the RAMS Summer Orientation, 2. Parent/guardian representative will serve on the schoolwide planning committee, 3.home support strategies parent/guardian seminars will begin evening events such as Back to School Night, parent/teacher conferences, and post secondary planning evening conferences.	Schoolwide Planning Committee Members	Forms	and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design, What Works Clearinghouse
ELA	Homeless	1.Parents/guardians will be invited to attend the RAMS Summer Orientation, 2. Parent/guardian representative will serve on the schoolwide planning committee, 3.home support strategies parent/guardian seminars will begin evening events such as Back to School Night, parent/teacher conferences,	Administration Schoolwide Planning Committee Members	Parent/Guardian Feedback Forms	Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom

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		and post secondary planning evening conferences.			Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design, What Works Clearinghouse
Math	Homeless	1.Parents/guardians will be invited to attend the RAMS Summer Orientation, 2. Parent/guardian representative will serve on the schoolwide planning committee, 3.home support strategies parent/guardian seminars will begin evening events such as Back to School Night, parent/teacher conferences, and post secondary planning evening conferences.	Administration Schoolwide Planning Committee Members	Parent/Guardian Feedback Forms	Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design, What Works Clearinghouse
ELA	Migrant				
Math	Migrant				

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ELA	ELLs	1.Parents/guardians will be invited to attend the RAMS Summer Orientation, 2. Parent/guardian representative will serve on the schoolwide planning committee, 3.home support strategies parent/guardian seminars will begin evening events such as Back to School Night, parent/teacher conferences, and post secondary planning evening conferences.	Administration Schoolwide Planning Committee Members	Parent/Guardian Feedback Forms	Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design, What Works Clearinghouse
Math	ELLs	1.Parents/guardians will be invited to attend the RAMS Summer Orientation, 2. Parent/guardian representative will serve on the schoolwide planning committee, 3.home support strategies parent/guardian seminars will begin evening events such as Back to School Night, parent/teacher conferences,	Administration Schoolwide Planning Committee Members	Parent/Guardian Feedback Forms	Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom

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		and post secondary planning evening conferences.			Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design, What Works Clearinghouse
ELA	Economically Disadvantaged	1.Parents/guardians will be invited to attend the RAMS Summer Orientation, 2. Parent/guardian representative will serve on the schoolwide planning committee, 3.home support strategies parent/guardian seminars will begin evening events such as Back to School Night, parent/teacher conferences, and post secondary planning evening conferences.	Administration Schoolwide Planning Committee Members	Parent/Guardian Feedback Forms	Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano's Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins' and Jay McTighe's Understanding by Design, What Works Clearinghouse
Math	Economically Disadvantaged	1.Parents/guardians will be invited to attend the RAMS Summer Orientation, 2. Parent/guardian	Administration Schoolwide Planning Committee	Parent/Guardian Feedback Forms	Taxonomy for Teaching. Learning, and Assessing: A Revision of Bloom's Taxonomy (Anderson, et al.), Brain Research and accompanying

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		representative will serve on the schoolwide planning committee, 3.home support strategies parent/guardian seminars will begin evening events such as Back to School Night, parent/teacher conferences, and post secondary planning evening conferences.	Members		strategies (Skylight Training and Publishing), The Brain/Mind Learning Principles from Education on the Edge of Possibility by Renare Nummela Caine and Geoffrey Caine, Multiple Intelligences Theory, Shackleford Training and Consulting, Robert Marzano’s Classroom Instruction That Works, MidContinent Research for Education and Learning(McREL), Grant Wiggins’ and Jay McTighe’s Understanding by Design, What Works Clearinghouse
ELA					
Math					

**Use an asterisk to denote new programs.*

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2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? Increased parent training sessions on instructional and support strategies and update communication via the various venues will provide for added knowledge and motivation for parents/guardians to remain active and supportive in college and career planning of their children.
2. How will the school engage parents in the development of the written parent involvement policy? If Board authorized, the Schoolwide Planning Committee will be enlisted to develop/modify such a policy.
3. How will the school distribute its written parent involvement policy? If Board authorized, distribution can occur primarily via the District website.
4. How will the school engage parents in the development of the school-parent compact? School-parent compact will be developed in consultation with the parents/guardians.
5. How will the school ensure that parents receive and review the school-parent compact? A mailing will be sent home and returned signatures will be monitored; follow up will occur if no response is received.

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6. How will the school report its student achievement data to families and the community? Achievement data will be communicated frequently and in a variety of venues including parent meetings, PTA presentations, and email blasts.
7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? Notification will occur via school website.
8. How will the school inform families and the community of the school's disaggregated assessment results? Notification will occur via school website.
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? The committee will be comprised of various stakeholders including parents/guardians.
10. How will the school inform families about the academic achievement of their child/children? Progress and grade reports, available test score data will be provided to families and if necessary, further opportunities for discussions will be arranged.
11. On what specific strategies will the school use its 2015-2016 parent involvement funds? Funding will support training for parents/guardians on strategies to support college and career readiness.

**Provide a separate response for each question.*

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ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	53	1. School Climate initiatives
	100%	2. Distributed leadership initiatives 3. As per negotiated agreement between the South River Education Association and the South River Board of Education
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)		1. School Climate initiatives
	100%	2. Distributed leadership initiatives 3. As per negotiated agreement between the South River Education

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		Association and the South River Board of Education
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

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Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
N/A	